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THE CENTER FOR RESEARCH, DEVELOPMENT, AND TRAINING IN OCCUPATIONAL EDUCATION.

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THE CENTER WAS ESTABLISHED ON JUNE 1, 1965, UNDER PROVISIONS OF THE VOCATIONAL EDUCATION ACT OF 1963, PUBLIC LAW 88-210. TWO PROGRAMS WERE INITIATED DURING THE CONTRACT PERIOD. THE FIRST INVOLVED RESEARCH AND DEVELOPMENT ON PROBLEMS IN SIX AREAS--(1) OCCUPATIONAL ADJUSTMENTS IN THE SOUTH, (2) SHAPING FLEXIBLE VOCATIONAL BEHAVIOR IN YOUTH, (3) POLICIES AND POLICYMAKING FOR OCCUPATIONAL EDUCATION, (4) PROFESSIONAL PERSONNEL, (5) THE EVALUATION OF OCCUPATIONAL EDUCATION, AND (6) A TOTAL COMMUNITY APPROACH TO OCCUPATIONAL EDUCATION FOR AREAS IN ECONOMIC TRANSITION. THE SECOND WAS A PROGRAM OF CONFERENCES AND SHORT COURSES FOR LAY LEADERS, VOCATIONAL EDUCATION PERSONNEL, AND RESEARCHERS. EIGHT SEMINARS AND CONFERENCES AND TWO TASK FORCE GROUPS TREATED OCCUPATIONAL MOBILITY AND MANPOWER, AND TEACHER EDUCATION AND CURRICULUM PLANNING FOR OCCUPATIONAL EDUCATION. MANPOWER STRENGTH OF THE CENTER WAS THE EQUIVALENT OF 39.5 FULL-TIME PERSONNEL. EXPENDITURES OF FEDERAL FUNDS OVER THE 20-MONTH PERIOD, ENDING JANUARY 31, 1967, TOTALED $487,922.83. INTERIM REPORTS WILL BE PUBLISHED IN CENTER RESEARCH MONOGRAPH, CENTER SEMINAR AND CONFERENCE REPORTS, AND CENTER MONOGRAPH SERIES. (EM)

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FINAL REPORT

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THE CENTER FOR RESEARCH, DEVELOPMENT, AND TRAINING IN OCCUPATIONAL EDUCATION

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THE CENTER FOR RESEARCH, DEVELOPMENT, AND TRAINING IN OCCUPATIONAL EDUCATION

Project No. BR-5-1005

Contract No. OE-5-85-105

SELZ C. MAYO AND JOHN K. COSTER

1967

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NORTH CAROLINA STATE UNIVERSITY AT RALEIGH

RALEIGH, NORTH CAROLINA

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I. INTRODUCTION

The Center for Research, Development, and Training in Occupational Education was established at North Carolina State University at Raleigh, pursuant to the approval of a proposal to establish the Center by the U.S. Commissioner of Education effective 1 June 1965. The Center at North Carolina State University at Raleigh was the second Research and Development Center to be established under the provisions of Section 4(c) of the Vocational Education Act of 1963, P.L. 88-210. The first Center that was established was the Center for Research and Leadership Development in Vocational and Technical Education at The Ohio State University. The Center is part of the Research and Development program administered by the Educational Resources Development Branch, Division of Adult and Vocational Research, Bureau of Research, Office of Education, U. S. Department of Health, Education, and Welfare.

Locally, within North Carolina State University at Raleigh, the proposal to establish the Center was the result of joint efforts by representatives of the Departments of Economics, Psychology, Sociology and Anthropology, and the vocationally oriented Departments of the School of Education, with the support and approval of the Chancellor of the University, the Dean of the Faculty, the Dean of the Graduate School, the Administrative Dean for Research, and the Deans of the Schools of Agriculture and Life Sciences, Education, and Liberal Arts. In recent years, the research programs of the Departments of Economics, Psychology, Rural Sociology, and Sociology and Anthropology have moved inexorably toward concentration on problems related to the full and complete development of programs of vocational and technical education. Concomitantly, the vocationally oriented departments have been allocating an increasingly larger proportion of their total budgets to research and related activity. An Advisory Board composed of representatives of institutions of higher education, community colleges and technical institutes, public schools, and the State Department of Education in North Carolina assisted in the preparation of the original proposal. From its inception, the Center has been conceived as a Research and Development unit organized and designed to converge the resources and research potential of the University on a broad array of fundamental problems related to occupational education.

Guiding Ideas

Conceptions leading to the plan for the Center's activities are stated as follows:

1. The complexities inherent in attemption to aid human resource development through education favor a wide interpretation

of what constitutes educational preparation for work. Thus the Center has focussed on occupational education which includes but covers more than vocational education courses narrowly conceived.

2. A fruitful research approach is to achieve an interplay between research attempting to improve the specific content of education for work and basic research on learning and human resource adjustments. Both types of research are included in the program of the Center. Results from the basic research are to be used as inputs in efforts to make specific educational improvements, and these specific efforts will influence further developments of basic research projects.

3. Improving the effectiveness of education for work requires concern with the relationship of education to its environment. The environment of occupational education includes the educational system, the community, and the changing economy. Concern with the environment of occupational education appears crucial if there is to be substantial improvement in helping youth in disadvantaged circumstances to become better prepared for work.

4. The Center should establish a distinctive role in the context of the currently expanding nationwide efforts concerned with occupational education. While the activities of the Center are intended to make contributions of value in the nation as a whole, the Center is particularly concerned with the South. Cooperation has been established with other colleges and universities and agencies in the several states to effect this regional orientation. In addition, the Center has engaged in activities designed to contribute to the development of other universities by providing a focus for communication and consultation.

The Main Activities

The Center instituted two programs during the period of the grant:

1. A program of research and development on fundamental problems in occupational education, organized into six subject matter areas.

2. A program to upgrade training and education through conferences and short courses for lay leaders, vocational education personnel, and researchers.

General Objectives

The overall goal of the Center was to establish and to develop an interdisciplinary, integrated university program with an

orientation to the southern region, designed specifically to attain the following general objectives:

1. To contribute to the knowledge that will help improve occupational education.

2. To contribute to the training of professional personnel.

3. To contribute to the improvement of socio-economic intelligence which will be required to raise the level of living of the people.

4. To contribute to the development of every individual so that he may lead a more satisfying life for himself as well as a more productive life for the nation.

II. METHOD

Organization of the Center

The Center for Research, Development, and Training has been organized as an integral unit of North Carolina State University at Raleigh, originally designed to converge, focus, and integrate resources of the Schools of Agriculture and Life Sciences, Education, and Liberal Arts on the program of the Center. In addition, close liasion has been maintained with the Graduate School, especially with regard to the appointment of graduate research assistants and research instructors to the Center staff.

The academic departments that cooperated in the establishment of the Center included:

1. The Department of Agricultural Education
2. The Department of Economics
3. The Department of Industrial and Technical Education
4. The Department of Occupational Information and Guidance
5. The Department of Psychology
6. The Department of Sociology and Anthropology

During the latter portion of the period included is the contract, the School of Physical Sciences and Applied Mathematics was involved in the program. Additional departments also involved were:

1. The Department of Adult Education
2. The Department of Experimental Statistics
3. The Department of Politics

The Administrative Structure Within the University

The operation of the Center is under the administrative jurisdiction of the Administrative Dean for Research of North Carolina State University at Raleigh. The chief administrative officer of the Center is the Director of the Center. The Director reports administratively to the Administrative Dean for Research, who, in turn reports to the Chancellor of the University.

The program of the Center has been integrated and coordinated with the cooperating and participating schools within the University

4. To administer the budget of the Center, subject to the provisions of the contract with the United States Federal Government, and the policies and regulations of North Carolina State University.

5. To prepare and submit reports as may be required.

6. To initiate and apply approved research management techniques, such as the Program Evaluation and Review Technique, to the operation of the program of the Center.

7. To coordinate the program of the Center with the research and instructional programs of the cooperating and participating Schools and Departments within North Carolina State University.

8. To coordinate the program of the Center with pertinent Federal and State agencies, including, specifically, the programs of the Research Coordinating Units, the occupational education sections of the Regional Educational Laboratories, and other institutions, state divisions of vocational education, agencies, and individual researchers interested in the development of and participation in programs of occupational education research and related activity, particularly, although not exclusively, in the South.

9. To institute a system of review and evaluation of the program of the Center.

10. To consult with Advisory Councils and other consultants regarding the development and operation of the progress of the Center.

Personnel and Staffing Pattern

The original proposal for the Center of Research, Development and Training in Occupational Education was prepared by a committee of University faculty members with Dr. George H. Tolley, Professor of Economics, serving as chairman. Dr. Tolley was Director-designate of the Center. A commitment to service on leave of absence to the U. S. Department of Agriculture prevented Dr. Tolley's assumption of the position of Director. Dr. Selz C. Mayo, Professor of Sociology and Anthropology and Head of the Departments of Rural Sociology and Sociology and Anthropoloby (subsequently consolidated into the Department of Sociology and Anthropology) was appointed Acting Director and served in this capacity until June 30, 1966. Dr. John K. Coster was appointed Director July 1, 1966, on a full-time basis.

Once the proposal for the establishment of the Center was approved, rapid progress was made to institute the program. A

Theodore P. Lianos, B.S.	Economics
Sylvia R. McCracken, B.A.	Sociology and Anthropology
Lynn E. Ondrizek, B.A.	Psychology
Roy S. Painter, B.S.	Mathematics Education
N. Harold Rose, B.S.	Agricultural Education
James R. Sellers, B.S.	Occupational Information and Guidance

Assistant in Research

Robert C. Evans, B.S.	Education

Clerical and Administrative Staff

Deborah T. Ash	Secretary
Betty W. Crews	Secretary
Judy T. Gay	Secretary
Sherry Y. Hamilton	Secretary
Glenda M. Jones	Statistical Clerk
Anita H. Mann, B.S.	Secretary
Linda H. Rhyne	Secretary
Linda R. Scannell	Budget and Fiscal Officer
Betty G. Utermohlen, B.S.	Administrative Assistant
Kathy C. Woodson	Secretary

The staff of the Center as of August 1, 1965 consisted of:

1 Acting Director, assigned 50 per cent
1 Senior staff member, assigned 100 per cent
3 Senior staff members, assigned 50 per cent
1 Senior staff member, assigned 33 per cent
2 Senior staff members, assigned 25 per cent
2 Research instructors, assigned 100 per cent
1 Secretary, assigned 50 per cent

Thus the total full time equivalent of senior staff members i.e., staff members with the rank of assistant professor or higher, was 3.83 senior staff members.

From August 1, 1965 to May 31, 1966, staff additions included:

4 Senior staff members, assigned 100 per cent
3 Senior staff members, assigned 50 per cent
2 Senior Staff members, assigned 25 per cent
5 Research instructors, assigned 100 per cent
1 Research instructor, assigned 70 per cent
11 Graduate research assistants, assigned 50 per cent
4 Secretaries, assigned 100 per cent
1 Secretary, assigned 50 per cent

Hence, at the end of the first year, there were 9.83 full time equivalent senior staff members assigned to the Center staff, 7.7 full time equivalent research instructors, and 5.5 full time equivalent graduate research assistants, and 5.5 full time equivalent secretaries.

A full time Director was assigned to the Center July 1, 1966. The staffing pattern at the conclusion of the contract period included:

1 Director, assigned 100 per cent
5 Senior staff members, assigned 100 per cent
3 Senior staff members, assigned 50 per cent
7 Senior staff members, assigned 25 per cent
3 Research instructors, assigned 100 per cent
1 Research instructor, assigned 70 per cent
9 Graduate research assistants, assigned 50 per cent
1 Graduate research assistant, assigned 100 per cent
9 Secretaries, assigned 100 per cent
1 Secretary, assigned 50 per cent

Thus, at the end of the contract period, there were 9.5 full time equivalent senior staff members; 3.7 full time equivalent research instructors; five full time equivalent graduate research assistants; and 9.5 full time equivalent classified personnel including one administrative assistant, one accounting clerk, and 7.5 full time equivalent secretaries.

At the end of the last contract period, total authorized staff of the Center was:

1 Director, assigned 100 per cent
7 Senior staff members, assigned 100 per cent
8 Senior staff members, assigned 50 per cent
5 Senior staff members, assigned 25 per cent
4 Research instructors, assigned 100 per cent
12 Graduate research assistants, assigned 50 per cent
10 Secretaries, assigned 100 per cent
1 Secretary, assigned 50 per cent

Hence, there was a total authorized strength of 13.25 full time equivalent senior staff members, four research instructors, six full time equivalent graduate research assistants, and 10.5 full time equivalent secretaries. Two full time senior staff positions authorized in the personnel budget were not filled, and five one half time senior staff members withdrew from the Center staff due to retirement or resignation from the University, and these positions were not filled due to unavailability of University personnel, although three of these positions were filled on a quarter time basis.

The proposal for the Center was approved with a budget request for Federal funds of $575,743.00 for 18 months ending December 31, 1966. The contract subsequently was amended to increase the duration of the contract to 20 months, ending January 31, 1967. Expenditures of Federal funds over the 20 month period totalled $487,922.83. The differential between the number of staff members employed and the number of staff members authorized largely accounts for the fact that $87,820.17 of the budget approved in the proposal was not spent.

Since the completion of the initial contract on January 31, 1967, marked progress has been made in staffing the Center. Personnel whose salaries are now being paid from Center funds, or who have been employed to start work on or before September 1, 1967 include:

1 Director assigned, 100 per cent
10 Senior staff members, assigned 100 per cent
4 Senior staff members, assigned 50 per cent
7 Senior staff members, assigned 25 per cent
6 Research instructors, assigned 100 per cent
1 Research instructor, assigned 50 per cent
15 Graduate research assistants, assigned 50 per cent
1 Graduate research assistant, assigned 75 per cent
1 Graduate research assistant, assigned 100 per cent
9 Secretaries, assigned 100 per cent
2 Secretaries, assigned 50 per cent

Hence, the manpower strength of the Center is 14.75 full time equivalent senior staff members, 5.5 full time equivalent research instructors, 9.25 full time equivalent graduate research assistants, and 10 full time equivalent classified personnel, including an administrative assistant, one accounting clerk, and eight secretaries. Staffing plans call for the addition of five full-time senior staff members and five full-time research instructors prior to September 1, 1967.

III. DESCRIPTION OF ACTIVITIES

This section contains a description of the process by which activities for the Center were selected, and also a description of the activities in the core research and development program and the conferences and short courses program which were included in the total program of the Center in the contract period.

Selection of Activities

Core Research and Development Program

Members of the faculty of North Carolina State University at Raleigh, and other selected universities in North Carolina were invited to submit proposals for research and development projects to be included in the core research and development program of the Center. The proposals were reviewed by the committees appointed to prepare the proposal for the Center. Proposals were evaluated in light of the Guiding Ideas for the Center. To the fullest extent possible, projects were selected for the core research and development program that had maximum relevance to the total field of occupational education and to the southern region if not to the nation.

Six project areas were selected for the core research and development program:

1. "Occupational Adjustments in the South."

2. "Impact of the School System on Occupational Performance," subsequently changed to "Shaping Flexible Vocational Behavior in Youth."

3. "Policy, Organization and Finance for Occupational Education."

4. "Professional Personnel."

5. "The Evaluation of Occupational Education."

6. "Occupational Education for Areas in Economic Transition."

Conferences and Short Courses Program

The conferences and short courses program described in the proposal for the Center provided for two types of programs--inservice training and other endeavors.

Providing for inservice training. The rationale for providing inservice training programs stemmed from the enormity of the needs (1) to provide on-the-job training for new personnel, and (2) to provide continuous inservice training needed in the years ahead to keep up to date with changing skills and to achieve an ever rising quality of personnel.

The posture of the Center was to attack these problems from the standpoint of functioning in a leadership and energizing role to stimulate the study and analysis of the needs for inservice training, and to develop more effective approaches which will be communicated to leaders in the states whose task it will be to implement them. The proposal provided that an attack on the directional basis would be made during the initial period of the contract through three regional working conferences.

Other endeavors. It was recognized that other types of conferences and short courses should be sponsored by the Center, in addition to the conferences and short courses related to inservice training. These other conferences and short courses included dissemination conferences, overview conferences, and workshop conferences for researchers. The proposal provided for five conferences in these areas.

Reexamination of the conferences and short courses program. The place of the Center with regard to the conferences and short courses program was reexamined during the contract period. There was special concern for the development and implementation of a conferences and short courses program that would not conflict with:

1. The leadership development program of the Center for Research and Leadership Development in Vocational and Technical Education at The Ohio State University.

2. The Training Institutes sponsored by the Educational Resources and Development Branch, Division of Adult and Vocational Research, Bureau of Research, U. S. Office of Education in cooperation with the Division of Vocational and Technical Education, Bureau of Adult and Vocational Education, U. S. Office of Education.

3. The National Seminars on Research in Vocational and Technical Education, such as were conducted by the University of Illinois in 1965 and by Cornell University in 1966. (The Center cooperated with Cornell University in sponsoring one of the seminars in 1966.)

4. The research training program which is being operated under the provisions of Title IV of the Elementary and Secondary Act of 1965.

The conferences and short courses program was redefined as the conferences and services program, designed to sponsor seminars, task forces, dissemination conferences, workshops, and institutes, as services to personnel in occupational education throughout the nation, but especially in the southern region. The principal criteria for undertaking such activity are (1) that the proposed activity is relevant to the Guiding Ideas which formed the framework of the Center, and (2) the proposed program does not conflict or duplicate other programs.

The Core Research and Development Program

The proposal for the Center provided for major concentration on the research and development program, which was divided into six subject matter areas. This provision enabled the Center to draw heavily on the research background and personnel of the cooperating and participating departments and disciplinary resources represented by these departments.

Although the Center was approved to start June 1, commitment of personnel to other programs in the University precluded the research program from being started before the beginning of the fall semester of the University in 1965. By the start of the spring semester in February, 1966, however, all research projects had been started.

The data for most of the projects had been collected by the end of the contract period. A system for manuscript review and publishing reports was instituted in the Center in the fall of 1966. The system provides for research reports to be published in a recently established Center Research Monograph Series. The series was designed to suffice for interim reports of the Center. The system also provided for research reports in preliminary draft form to be reviewed by three members of the faculty of North Carolina State University who have had articles published in referred journals. The Director of the Center is responsible for ascertaining that the objectives of the study have been attained. The system also provides for the reports published in the Center Research Monograph Series to be introduced into the Educational Research Information Center system.

Since reports of the research projects conducted under the core research and development program of the Center will be published in the Center Research Monograph Series, and introduced into the ERIC system, only brief descriptions of the core research and development activities are included in this report.

I. Occupational Adjustments in the South

Description of project area. This project dealt with the

occupational composition and changes among southern workers since 1940. The overall objectives were (1) to examine occupational employment in a socio-economic framework, and (2) to provide insights of value in planning and guiding occupational training. The project area was subdivided into four projects.

Ia. Occupational Employment Levels, Distributions and Trends in the South Since 1940.

Ib. Occupations and Age Patterns and Occupational Employment Participation Rates in the South Since 1940.

Ic. Net Inter-Occupational Mobility in Each Main Occupation in the South for 1950 to 1960.

Id. Levels of Compensation and Their Effect on Occupational Change.

Method. Projects Ia, Ib, and Ic have involved economic analyses of secondary data. Project Id has involved the construction and verification of an economic model.

Personnel. Dr. Joseph C. Matthews, Research Instructor in Economics, has been responsible for Projects Ia, Ib, and Ic.

Professor Robert A. Fearn of the Department of Economics has been responsible for Project Id, assisted by Theodore P. Lianos, a graduate research assistant in Economics.

Status of project. All data have been collected for Projects Ia, Ib, and Ic, and the preliminary drafts for these three projects have been prepared. The drafts are undergoing the review process.

In addition to working on Projects Ia, Ib, and Ic, Dr. Matthews has completed a series of interviews with personnel in State Divisions of Vocational Education, in conjunction with Project III, to determine economic information needs of State Divisions. Findings will be reported in a Center Monograph.

Work is still underway on the development of the economic model for Project Id. This project is being continued in the continuation proposal of the Center, and the preparation of the final report is scheduled for the late summer of 1967.

II. Shaping Flexible Vocational Behavior of Youth

Description of project area. The title of Project II was changed from "Impact of the School System on Occupational Performance" to "Shaping Flexible Vocational Behavior of Youth." Starting

with the theoretical framework that variations in attribute blends which describe the behavioral domain of youth with reference to vocational behavior may be a function of social and economic condition in the school community, the study proceeded toward an analysis of attribute blends in six selected communities in North Carolina and Virginia. Concurrently, two developmental programs were initiated in one community to assess the effect of introducing a generalist counselor program and a generalist technical teacher program in grades 5 and 8.

The project area, therefore, was subdivided into three projects:

IIa. Attributes of Youth in Six Selected Communities.

IIb. The Generalist Counselor.

IIc. The General Technical Teacher Program.

Method. For Project IIa, six communities--three in North Carolina and three in Virginia--were selected to represent diverse economic and geographical conditions. Test batteries were administered to students in grades 5 and 8 and 11. A correlation matrix was constructed for the 18 school-grade cohorts. Data were factor analyzed to permit comparisons of the factoral structures among the 18 cohorts. Hypotheses that the mean scores of students in each community are equal were tested.

For Project IIb, a sample of white and non-white students in grades 5 and 8 in one school community was selected. The students in each of the four cells were assigned randomly to experimental and control groups. A manual for the generalist counselor was prepared. All students used the handbook. In addition, students in the experimental group were received for individual counseling from specially trained generalist counselors. Data were analyzed to ascertain whether the generalist counselor treatment effected changes in attributes.

For Project IIc, the same procedure was repeated with a second sample of students in grades 5 and 8. A mobile unit was equipped, a generalist technical teacher was trained, and a manual was prepared, and the experimental group received experiences carefully selected for the age groups in the mobile unit. Data were analyzed to ascertain whether the generalist technical teacher treatment effected changes in attributes.

Personnel. Dr. Norman M. Chansky, Associate Professor of Psychology, was director of the project area. Dr. Roy N. Anderson, Professor and Head, Department of Occupational Information and

Guidance assisted with Project IIb, and Dr. Carl A. Moeller and Dr. Talmage B. Young, Associate Professors of Industrial and Technical Education, were responsible for Project IIc. Research Instructors were J.B. Jones, George E. Howard, Elizabeth S. Drane, and Dorothy H. Rinne. Roy S. Painter and Robert C. Evans were graduate research assistants assigned to the project.

Status of the projects. All data were collected by the spring of 1966. Preliminary drafts have been prepared. Preparation of final reports have been delayed pending a check of suspected machine error in scoring tests.

III. Policies and Policy-Making for Occupational Education

Description of project. This study was designed to inquire into the status of the development of policy and policy-making evident in planning programs of occupational education in 13 southern states, and to assess the effect of policy on program planning and operation. Attention was given both to the scope and content of policy as determined by detailed analyses of the minutes of State Boards for Vocational Education, to the method and procedures by which policy is developed, and to the utilization of policy as an instrument for changes in operational programs.

Method. Data were collected by personal visits to the 13 states. Secondary sources of data (i.e., minutes of State Boards for Vocational Education) were utilized. Data-collecting instruments were prepared to serve as interview guides for personal interviews with state directors of vocational education and state supervisors of vocational and technical education in the 13 states. A preliminary report of the data was prepared and presented to 19 representatives of these states in a dissemination conference. Reactions of the participants were recorded and were utilized in the discussion of the results.

Personnel. The project was developed under the leadership of Dr. H. M. Hamlin, Professor of Education. Dr. H. G. Beard, Associate Professor of Sociology and Anthropology and Agricultural Education was appointed director of the project area upon Dr. Hamlin's retirement on June 30, 1966. Dr. Charles H. Rogers, Research Assistant Professor of Education and Cleburn G. Dawson, Instructor in Sociology and Anthropology joined Dr. Beard on the project team. Coy L. Hudson was the graduate research assistant.

Status of project. The completion of this project was delayed due to the necessity of personnel changes, and to the necessity of revising instruments following their pre-test. Data have been collected and tabulated, the dissemination conference has been held, and reactions transcribed. The preliminary draft is being prepared.

The final draft is scheduled for completion July 1, 1967.

IV. Professional Personnel

Project Area IV was directed toward the study of the supply and utilization of professional personnel in occupational education. The project area included three separate and diverse projects, each of which is discussed separately.

IVa. The Supply and Demand of Occupational Education Teachers.

Description of the project. Project IVa was directed toward the development and testing of an economic model for the supply and demand of teachers of occupational education, with specific attention given to:

(1) Educational institutions that affect the supply and demand of occupational education teachers.

(2) The operation of the labor market for teachers.

(3) Educational planning and its effect of supply and demand of teachers.

Method. The study was instituted by a review of literature to variables that might be introduced in the economic model. In addition an assessment conference entitled "Regional Conference on Supply and Demand for Teachers of Occupational Education" was held at Atlanta, Georgia in September. This conference, which was attended by vocational educators and economists was directed toward the delineation of issues and problems in the supply and demand structure of teachers of occupational education.

With regard to the development of the model, a two equation supply and demand model was determined to be most appropriate on the basis of extensive experimentation. A two-stage least squares regression was planned.

Personnel. Dr. Adger B. Carroll, Assistant Professor of Economics, and Dr. Loren A. Ihnen, Associate Professor of Economics are directing the study.

Status of the project. Preliminary data have been collected for the project. The model has been tested in North Carolina, with trade and industrial teachers. Preliminary analysis indicated that the variables included in the model as factors affecting the supply of teachers accounted for 70 per cent of the variance among counties.

The model will be replicated more extensively in North Carolina and also in Georgia and Tennessee.

This project was not started until February, 1966 and is scheduled for completion in the fall of 1967.

IVb. Recruitment of Teachers for Two Year Post-Secondary Institutions.

Description of the project. This project was directed toward an investigation of the methods of recruiting teachers and sources of staff for two year post-secondary institutions, and the comparison of characteristics of teachers in two year post-secondary institutions, including junior and community colleges, and four year institutions of higher education.

Method. A survey instrument was designed and mailed to recently hired teachers in a sample of two year post-secondary institutions and four year institutions of higher education. The study is a descriptive study. Data were summarized in tabular form to demonstrate differences in recruiting and staffing two year post-secondary institutions and four year institutions of higher education.

Personnel. The study was directed by Dr. David G. Brown, Associate Professor of Economics, University of North Carolina at Chapel Hill.

Status of the project. A preliminary draft of the final report has been prepared, and has been subjected to internal review. The preparation of the revised report has been delayed due to the fact that Dr. Brown has been on leave of absence during the current academic year.

Project IVc. Emerging Role Patterns of Teachers of Occupational Education.

Description of the project. A series of four studies was initiated to study the changing role behavior of teachers of occupational education whose place in the school system may be affected by new programs of vocational and technical education. The four studies were:

IVc-1. "Social Participation of Vocational Education Teachers." The purposes of this study were (1) to determine the nature and extent of social participation of vocational education teachers, and to determine if participation varied according to subject speciality; (2) to compare social participation of vocational and non-vocational teachers; and

(3) to determine the relationship between social participation and selected factors including tenure, educational preparation, and size of high school.

IVc-2. "Role Conflicts of the Vocational Education Teacher." The purposes of this study were (1) to discover the extent to which teachers of vocational education perceived role conflicts and (2) to ascertain the extent to which teachers perceived that conflicts in roles affected their performance; and (3) to determine how teachers resolved role conflicts.

IVc-3. "Role Expectations Held for Teachers." The purpose of this study was to determine and compare the social role of vocational education teachers as perceived by teachers and by respondents representing relevant others.

IVc-4. "The Teacher of Vocational Education as an Adopter of New Practices." The purposes of this study were (1) to determine the extent to which vocational education teachers are adopters of new practices in their profession, and (2) to ascertain whether existing models of adoptions, developed in other fields, are appropriate to vocational education teachers.

Method. Data collecting instruments were prepared for each of the four studies. The data was collected by personal interview and by mail surveys. The responses were coded and analyses appropriate for each study were made.

Personnel. Project IVc was conducted under the direction of Dr. L. W. Drabick, Associate Professor,Sociology and Anthropology, assisted by Dr. C. D. Bryant, Assistant Professor of Agricultural Education. Graduate research assistants were Harold Rose, J. Bryan Brooks, Lewis Forrest, and O. James Gaylord.

Status of the project. All data have been collected. Preliminary drafts have been prepared of Projects IVc-1 and IVc-2. The data for projects IVc-3 and IVc-4 are being analyzed. Final reports are scheduled for completion in the summer of 1967.

V. The Evaluation of Occupational Education

Description of project area. The major thrust in evaluation was centered on the development of a framework underlying the identification of criteria for the evaluation of programs of occupational education. Starting with a critique of the status and problems of

evaluation, a logical progression was instituted, through review of the literature and consultation with specialists in occupational education and allied fields, to evolve a framework based on American ideals and values. The framework is summarized by the following ten points.

1. All citizens are expected to participate in the development and enforcement of public policy, as their abilities and opportunities permit.

2. Public policy is to be developed through broad participation by citizens, enacted by elected representatives, and executed by public employees.

3. Individuals are expected to share as they are needed in the defense of the country and in upholding and enforcing domestic laws.

4. The public is responsible for justice in interpersonal and intergroup relations.

5. Law and order are to be maintained.

6. Citizens are to consider public issues rationally with full use of relevant facts.

7. The information required by the public for the development and evaluation of public policy is to be supplied to the citizens.

8. The general welfare, as interpreted by the public or its representatives is to have priority over the welfare of any individual or group.

9. Able-bodied Americans are expected to work, to provide for themselves and their dependents, to support public institutions through payment of taxes, and to aid those in need through private philanthropy.

10. There is to be much dependence upon private enterprise. Nothing is to be done publicly that can be done as well privately. Public agencies are to be kept free from entangling alliances with private agencies.

The implications of the framework for the evaluation of programs of occupational education include:

1. Provide occupational education for all persons who need such education, without discrimination.

2. Provide educational opportunities to maximize individual development.

3. Give attention to citizenship development through occupational education.

4. Recognize individual differences, not only among individuals but, also, among training requirements for the array of occupations.

5. Recognize migration of workers.

6. Provide guide lines for the development of policy.

7. Provide for assumption of responsibility and commitment of resources at national, state, and local levels for the development and offering of programs of occupational education.

8. Relate occupational education to the total program of education.

9. Recognize the roles of private and public agencies.

Method. The project was designed to produce a system for the evaluation of programs of occupational education, to be developed and demonstrated in selected target areas. The system provided for lay and professional participation in the evaluation process. The scope of evaluation was defined to include ten areas:

1. Policy and policy-making.

2. The clientele served and unserved.

3. Definition of public purposes to be served, adequacy of these purposes.

4. Provisions for evaluation, accomplishments revised by evaluations.

5. The programs and procedures in use.

6. The personnel employed.

7. Organization and administration.

8. Funds and facilities.

9. Provisions for research and development.

10. Public information and relationships.

Personnel. Project V was directed by Dr. H. M. Hamlin, Professor of Education. Senior staff members included Dr. C. C. Scarborough, Professor and Head, Department of Agricultural Education; Dr. Bert W. Westbrook, Research Assistant Professor of Education, and Dr. T. R. Miller, Associate Professor of Agricultural Education. William E. Fulford and George Morelock were research instructors. Graduate research assistants were Frank Gourley and James R. Sellers.

Status of the project. Of the six project areas in the Core Research and Development Program of the Center, the progress of Project Area V was affected most seriously by the unavaility of personnel. Dr. Hamlin, who was assigned one half time to the project, retired on June 30, 1966, and his position was not filled. Dr. Scarborough, who was assigned one fourth time to the project area withdrew from the project area January 31, 1966, and accepted an assignment to work in the Conferences and Short Courses Program. Mr. Fulford resigned on April 30, 1966; and Mr. Morelock resigned on May 31, 1966. Mr. Gourley completed his work at the University June 30, 1966.

Dr. Westbrook was appointed to the Center staff on a full time basis on February 1, 1966, and was assigned to Project Area V. When Dr. Hamlin retired, Dr. Westbrook was appointed specialist in tests and measurements and specialist in research management for the Center. His assignment as specialist in tests and measurements includes responsibility for constructing measuring instruments for the Center. Dr. Westbrook also started on a project entitled "The Effects of Interpreting Test Information and Occupational Information on Occupational Aspiration Levels of Ninth Grade Students."

Dr. Miller started a project entitled "Evaluation of Work Experience in Occupational Education."

Dr. Hamlin was retained as a consultant to the Center following his retirement and is preparing a documentated introduction to the framework for evaluation. The ensuing document will be published in the Center Monograph Series.

VI. Occupational Education for Areas in Economic Transition: A Total Community Approach.

Description of the project area. This project area was concerned as the development of a model for an intensive and comprehensive analysis of the educational needs of areas in transition from a predominately agrarian to an industrial economy. The purpose of the project area was to analyze the impact of demographic, ecological, economic, and psychological factors on the educational needs of a target area, with special emphasis on the problems of desegration. Specific objectives of the project included attention to:

1. A description of the economic structure of the community with particular emphasis upon projecting manpower needs for specific occupations.

2. Migration patterns from the community.

3. Aptitudes and interests.

4. Perceptions of and knowledges of occupations and occupational aspirations of both adolescents and adults.

5. The flow of information about occupations and vocational education opportunities, and the role of interpersonal influence in occupational choice.

6. The value structure and motivational patterns within different socioeconomic levels.

7. Community power structure and patterns of leadership.

8. The institutions and organizations within the community.

9. The school systems within the community.

Method. A county in eastern North Carolina was selected for the study. The concepts of urbanization, bureacratization, and industrialization were employed as analytical tools. The demographic approach was designed to ferret out changes that have taken place in population size and changes in population characteristics with regard to race, sex, age, occupation, income, and education. Differentials in population characteristics were examined in relation to spatial changes. The ecological approach investigated categories of people and institutions as they form a system of interrelationships. It further described the population, environment, and social organization evidenced in the processes of migration, expansion, centralization, concentration, and changing residential patterns.

An instrument has been prepared to measure cognition openness, and an instrument has been prepared to obtain personal data from heads of households. These instruments were administered by interviewers to a random sample of 300 heads of households in the selected county. Selected community leaders have been identified and interviewed in the study of the power structure of the community. Another instrument has been developed to obtain information regarding occupational training opportunities in the communities. A fourth instrument has been prepared to obtain information regarding changes in employment opportunities.

Personnel. C. Paul Marsh, Associate Professor of Sociology and Anthropology, developed the initial description of the project area. Dr. Dorothy S. Williams, Assistant Professor of Sociology and Anthropology is director of the project area. Part-time senior staff members include Dr. Donald W. Drewes, Associate Professor of Psychology and Dr. Charles I. Jones, Assistant Professor of Agricultural Education. The senior staff members have been assisted by Richard Teague, research instructor, and by Lynn Ondrizek, Marietta Fromm, and Sylvia McCracken, graduate research assistants.

Status of the project. The project was designed as a five year study, which included a research phase and an action phase. Most of the data have been collected, and are being analyzed. The research phase of the project is programed for completion in the fall of 1967.

The Services and Short Courses Program

The second program of the Center was centered on upgrading and training personnel through conferences and short courses for lay leaders, vocational education personnel, and researchers.

The Center conducted seven conferences and seminars during the contract period, including one research training seminar conducted in cooperation with Cornell University. In addition, the Center sponsored two task forces to explore the possibilities of initiating joint research and development activity in two selected areas, and a conference to explore the possibility of establishing a Research Coordinating Council to consist of directors of Research Coordinating Units in the South, representatives of Regional Education Laboratories and the Center. Hence, a total of ten seminars, conferences, and task forces was sponsored by the Center during the contract period.

Mr. Charles E. Lewis, Staff Assistant to the Center, coordinated the Conferences and Short Courses Program from the start of the Center until June 30, 1966. Dr. Charles H. Rogers, Research Assistant Professor of Education, was assigned Coordinator of Services and Conferences on August 1, 1966. Dr. Rogers has been assisted by Dr. C. C. Scarborough, Professor and Head, Department of Agricultural Education.

I. National Vocational Education Seminar on Occupational Mobility and Manpower

Description of the seminar. The central purpose of this seminar was to develop research knowledge and competencies in occupational mobility and migration. Specific objectives included:

1. To secure a better understanding of the problems and decisions facing educational policy makers, program planners, administrators, and teachers.

2. To develop a conceptual framework for studying socio-economic mobility.

3. To develop an understanding of the status of research in labor supply, labor demand, migration, and socio-economic mobility.

4. To become acquainted with appropriate research rationales, designs, and methodologies.

5. To identify problem areas for research.

6. To identify specific researchable problems.

7. To acquire an understanding of the resources available, particularly at the state level, to conduct research in occupational mobility and migration.

8. To begin to develop lines of communication, to exploit available resources, to conduct research, and to disseminate research findings.

Dates and place. The seminar was held April 18-22, 1966 at North Carolina State University at Raleigh.

Participants. The participants were 35 researchers in vocational and technical education selected from personnel throughout the nation.

Personnel. The seminar was directed by Dr. H. G. Beard, Associate Professor of Sociology and Education, North Carolina State University at Raleigh. Members of the planning committee included Professors H. M. Hamlin, C. Horace Hamilton, E. Walton Jones, and Charles E. Lewis of North Carolina State University at Raleigh.

Other information. The seminar was sponsored by the Center in cooperation with Cornell University and the Division of Adult and Vocational Research, Bureau of Research, U. S. Office of Education. It was one of six National Seminars on Research in Vocational and Technical Education conducted by Cornell University under a grant with the U. S. Office of Education under the direction of Dr. C. Hill, Professor of Agricultural Education at Cornell University.

II. Overview Conference on Vocational Education Problems in the South.

Description of the conference. The central purpose of the conference was to review problems which currently are being met by vocational educators, and to innovate, devise, or suggest ways and procedures which might be used to resolve these problems. Specific objectives included:

1. To identify urgent problems in vocational education.

2. To develop suggested and feasible solutions to the problems.

3. To delineate research needed for the solution of the problems.

Dates and place. The conference was held May 9-10, 1966 at North Carolina State University at Raleigh.

Participants. The participants were 25 leaders in vocational and technical education in the South.

Personnel. The conference was directed by Dr. Joseph T. Nerden, Professor of Industrial and Technical Education, North Carolina State University at Raleigh. Members of the planning committee included Professors James G. Maddox, C. Paul Marsh, and Charles E. Lewis of North Carolina State University at Raleigh, Lane Ash of the Division of Vocational and Technical Education; and I. E. Ready and A. G. Bullard of the North Carolina State Department of Education.

III. Regional Seminar for State Leaders in Vocational Education on Inservice Education

Description of the seminar. The central purpose of the seminar was to examine the emerging needs for inservice educational programs. Specific objectives included:

1. To clarify the problems involved in planning and conducting effective inservice programs of occupational education personnel.

2. To exchange ideas on inservice education, and to identify problems needing research.

3. To develop further understanding and appreciation for the principles of change and the implications for inservice education programs.

4. To develop further understanding of the values and philosophical concepts and their implications for inservice educational programs.

5. To suggest possibilities for further cooperative regional efforts in inservice education, and to determine the role of the Center for Occupational Education in promoting programs of inservice education.

Dates and place. The seminar was held May 18-20, 1966, at the Dinkler Hotel, Atlanta, Georgia.

Participants. The participants were 42 state leaders from ten southern states with responsibilities for and interest in planning inservice education programs for the professional improvement of teachers and leaders in occupational education.

Personnel. The seminar was directed by Dr. C. C. Scarborough, Professor and Head, Department of Agricultural Education, North Carolina State University at Raleigh. Members of the planning committee included Dean Naomi Albanese of the University of North Carolina at Greensboro; Professor Rufus Beamer of Virginia Polytechnic Institute, Blacksburg, Virginia; Dr. Gerald James, President, Rockingham Community College, Wentworth, North Carolina; and Professor C. Douglas Bryant of North Carolina State University at Raleigh.

IV. Regional Conference on Supply and Demand of Teachers of Occupational Education in the South.

Description of the conference. The conference was conducted as part of the development phases of Project IVa in the Core Research and Development Program of the Center, entitled "The Supply and Demand of Occupational Education Teachers." The central purpose of the conference was to delineate personnel problems to which the combined resources of economics and education might be addressed. Specific objectives included:

1. To summarize studies in the supply and demand of professional workers.

2. To inquire into pertinent problems in the area.

3. To delineate further research needed in assessing the educational manpower requirements in occupational education.

Dates and place. The conference was held September 7-8, 1966 at the Dinkler Hotel, Atlanta, Georgia.

Participants. The participants were 38 leaders in vocational and technical education in the South. Papers were presented by vocational educators and economists.

Personnel. The conference was directed by Dr. Loren A. Ihnen, Associate Professor of Economics, and Dr. Adger B. Carroll, Assistant Professor of Economics, North Carolina State University at Raleigh. Members of the planning committee included Professors H. G. Beard, Robert A. Fearn, and Durwin M. Hanson of North Carolina State University at Raleigh.

V. Seminar on Planning Developmental and Related Programs in Occupational Education.

Description of the seminar. Two seminars were conducted during the contract period to provide training in the initiation of developmental and related programs in occupational education. The first of these two seminars was initiated by Sam Geek, Program Specialist, Division of Vocational and Technical Education, Region III Office of the U. S. Department of Health, Education, and Welfare, Charlottesville, Virginia. The major objectives of the seminar were:

1. To stimulate the initiation of developmental, experimental, and demonstration, pilot, exemplary, and innovative programs in occupational education at the local administrative level.

2. To assist local occupational education personnel in planning such programs.

3. To develop strategies by and through which the Center for Occupational Education may provide consultation and assistance for the initiation and execution of developmental and related programs in cooperation with Research Coordinating Units and other research organizations.

Dates and place. The seminar was held November 7-10 at North Carolina State University at Raleigh.

Participants. The participants were 19 persons-representing the states of Kentucky, Maryland, North Carolina, Virginia, and West Virginia, the District of Columbia, and Puerto Rico-who had been nominated by State Directors of Vocational Education as local school personnel interested in initiating developmental or related programs in their school systems.

Personnel. The directors of the seminar were Dr. C. C. Scarborough, Professor and Head, Department of Agricultural Education, and Dr. Charles H. Rogers, Coordinator of Services and Conferences, Center for Occupational Education, North Carolina State University at Raleigh. Members of the planning committee included Mr. Geek and Professors Durwin M. Hanson and John K. Coster of North Carolina State University at Raleigh.

VI. Seminar on Planning Developmental and Related Programs in Occupational Education.

Description of the seminar. The second seminar in the series of two seminars dealing with planning developmental and related programs was conducted in cooperation with Dr. B. E. Childers, Regional Representative of the Bureau of Adult and Vocational Education, and Dr. Malcolm Gaar, Program Specialist, Division of Vocational and Technical Education, Region IV Office of the U. S. Department of Health, Education, and Welfare, Atlanta, Georgia. The objectives of the seminar were:

1. To stimulate the initiation of developmental, experimental, demonstration, pilot, exemplary, and innovative programs in occupational education at the local administrative level.

2. To assist local occupational education personnel in planning such programs.

3. To develop strategies by and through which the Center for Occupational Education may provide consultation and assistance for the initiation and execution of developmental and related programs in cooperation with Research Coordinating Units and other research organizations.

Dates and place. The seminar was held November 28-December 1 at the Region IV Office, U. S. Department of Health, Education, and Welfare, Atlanta, Georgia.

Participants. The participants were 19 persons representing both state divisions of vocational education and local programs of vocational and technical education from Alabama, Florida, Georgia, Mississippi, South Carolina, and Tennessee, who were nominated by State Directors of Vocational Education. In addition, directors of Research Coordinating Units from five states participated in the seminar.

Personnel. The seminar was directed by Dr. Charles H. Rogers, Coordinator of Services and Conferences, Center for Occupational Education, and Dr. C. C. Scarborough, Professor and Head, Department of Agricultural Education, North Carolina State University at Raleigh. Members of the planning committee included Dr. Childers, Dr. Gaar, and Dr. John K. Coster, Director, Center for Occupational Education.

VII. Analysis of Problems in Teacher Education Programs in Vocational and Technical Education in Small Colleges.

Description of the seminar. This seminar was sponsored at North Carolina Agricultural and Technical College to gain insight

into problems of teacher education in small colleges to be used as an input into a training program entitled "Critical Issues in Vocational-Technical Education and Implications for Programs of Teacher Preparation in Small Colleges." The specific objectives included:

1. To identify common problem areas among small colleges preparing teachers of vocational and technical education in the South.

2. To develop an awareness of (a) the general nature of the programs offered at institutions represented by the participants, and (b) the scope and nature of unique problems in the institutions represented.

3. To determine the priority of problem areas in teacher education programs in small colleges in the South.

4. To develop the content of a training program for teacher educators representing small colleges in the South.

Dates and place. The seminar was held December 13-14, 1966 at North Carolina Agricultural and Technical College at Greensboro.

Participants. The participants were 20 teacher educators in vocational and technical education in small colleges in 12 southern states.

Personnel. The seminar was directed by Dr. Arthur P. Bell, Associate Professor of Agricultural Education, North Carolina Agricultural and Technical College at Greensboro. Members of the planning committee included Dean B. C. Webb and Professors D. S. Cameron, C. E. Dean, Clara Evans, B. W. Harris, C. W. Pickney, and Andrew Williams of North Carolina Agricultural and Technical College at Greensboro; and Dr. John K. Coster, Director, Center for Occupational Education.

VIII. Task Force to Explore Research and Development Possibilities for Comprehensive Vocational Education Curricula in the Modern Secondary School.

Description of the task force. During the contract period, the Center instituted a task force approach to research development, by and through which persons representing several states, institutions, and disciplines or speciality areas in vocational and technical education are convened to explore the possibilities of cooperative research effort, and for the replication of significant studies Two task forces were convened during the contract period, on an experimental basis. Members of the task force were requested to

evaluate the significance of problem areas and to indicate recommendations on the feasibility of developing research projects with the problem area on which the task force was organized. Possibilities of the organization of a consortium to attack the problem were considered. The task force approach provided for the Center to undertake a leadership role in convening the task force, and to provide technical assistance in the exploration, establishment, and sustained research effort of the task force.

The first task force convened dealt with the problem area of developing comprehensive vocational education curricula in the secondary schools. Specific objectives included:

1. To explore the possibilities for developing comprehensive programs of occupational education in the secondary schools.

2. To determine the feasibility of initiating experimental comprehensive programs in the South.

3. To ascertain the interest of task force members in the development and initiation of cooperative projects in the area.

4. To establish a framework within which projects within the task force area could be developed, and to establish a consortium.

Dates and place. The task force meeting was held November 16-17, 1966 at North Carolina State University at Raleigh.

Personnel. Dr. Charles H. Rogers, Coordinator of Services and Conferences, Center for Occupational Education, was chairman of the task force. Members of the task force included, Dr. Arthur P. Bell, Department of Agricultural Education, North Carolina Agricultural and Technical College at Greensboro, representing agricultural education; Dr. J. E. Bottoms, Division of Vocational Education, State Department of Public Instruction, Atlanta, Georgia, representing vocational guidance; Dr. C. Douglas Bryant, Department of Agricultural Education, North Carolina State University at Raleigh, representing agricultural education; Dr. Joseph R. Clary, School of Education, North Carolina State University at Raleigh, representing introduction to vocations; Dr. Inez Frink, Department of Business Education, Florida State University, Tallahassee, Florida, representing business and office occupations; Dr. Mildred B. Johnson, School of Home Economics, University of North Carolina at Greensboro, representing home economics education; Dr. Leonard F. Maiden, School of Education, University of South Carolina, Columbia, South Carolina, representing distributive education; Dr. Leonard C. McDowell, Department of Industrial Education, University of Kentucky, Lexington, Kentucky, representing trade and industrial education; and Dr. James W.

Selman, Department of Vocational and Practical Arts Education, Auburn University, Auburn, Alabama, representing industrial arts. Dr. John K. Coster, Director, Center for Occupational Education, was an ex-officio member of the task force.

Plans for future developments. The first meeting of the task force was devoted to the exploration of the problem area. Task force participants agreed that the topic area represented a fruitful area for a concerted research and development program. A steering committee, consisting of Dr. Clary, chairman, Dr. Bottoms, Dr. McDowell, and Dr. Rogers, was appointed to explore the problem area more fully. It was recommended (1) that a companion task force consisting of state division of vocational education personnel be instituted, and (2) that a seminar be organized to examine problems and issues related to the problem area in depth.

IX. Task Force for Vocational Teacher Education

The second task force convened during the initial contract period was centered on the general problem area of developing core teacher education programs to prepare teachers of occupational education. Specific objectives included:

1. To examine common problems in preparing teachers in all area of occupational education.

2. To explore new approaches to teacher education as alternatives to existing programs.

3. To delineate needed research as bases for the development of more effective, comprehensive programs for the preparation of teachers in occupational education.

4. To develop strategies for the improvement of teacher education programs throughout the nation.

Dates and place. The task force was held January 19-20, 1967 at North Carolina State University at Raleigh.

Personnel. Dr. C. C. Scarborough, Professor and Head, Department of Agricultural Education, North Carolina State University at Raleigh, was chairman of the task force. Members of the task force included Professor James R. Bikkie, Department of Business Teacher Education, University of Nebraska, Lincoln, Nebraska; Professor Clarence E. Bundy, Chairman, Agricultural Education, Department of Education, Iowa State University, Ames, Iowa; Professor E. Wayne Courtney, The Graduate School, Stout State University, Menomonie, Wisconsin; Alton D. Ice, American Vocational Association, Washington, D. C.; Professor William B. Logan, Department of Distributive Edu-

cation, The Ohio State University, Columbus, Ohio; Professor Jesse Morris, Chairman, Division of Vocational and Technical Education, Alcorn Agricultural and Mechanical College, Lorman, Mississippi; Professor Myrna A. Samples, Chairman, Department of Home Economics, Rutgers-The State University, New Brunswick, New Jersey; Professor Elizabeth Simpson, President, American Vocational Association, and Chairman, Home Economics Education, University of Illinois, Urbana, Illinois; and Dr. Robert Worthington, Assistant Commissioner for Vocational Education, State Department of Education, Trenton, New Jersey, Dr. Charles H. Rogers, Coordinator of Services and Conferences, and Dr. John K. Coster, Director, Center for Occupational Education, were ex-officio members of the task force.

Plans for future developments. Task force participants agreed that the problem area should be pursued further, and requested the Center to proceed with basic work in the problem area.

X. Conference on Establishment of Research Coordinating Council.

Description of the conference. This conference was convened by the Center to discuss the possibilities of establishing the Southwide Research Coordinating Council on Occupational Education, an independent organization composed of directors of Research Coordinating Units representatives of Regional Educational Laboratories, and the Center. It was proposed that the Council would focus on a number of problems, including:

1. The development of strategies for research development and inter-agency cooperation and coordination.

2. The delineation of research priorities.

3. The examination of the possibilities of organizing consortiums as vehicles for participating more fully in research and development efforts in occupational education.

4. The establishment of relationships with other organizations.

5. The study of special problems that cut across the three agencies, including the Research Coordinating Units, the Regional Educational Laboratories, and the Center for Occupational Education.

Dates and place. The conference was held December 15-16, 1966 at North Carolina State University at Raleigh.

Personnel. Dr. John K. Coster, Director, and Dr. Charles H. Rogers, Coordinator of Services and Conferences, Center for Occupa-

tional Education were responsible for convening the conference. Participants included Directors of Research Coordinating Units, Dr. Eugene Bottoms of Georgia, Dr. Paul B Brown of Louisiana, Dr. Joseph R. Clary of North Carolina, Dr. Kenneth Eaddy of Florida, Dr. Carl F. Lamar of Kentucky, Dr. James E. Wall of Mississippi, Dr. Lowery H. Davis of South Carolina, Dr. Douglas C. Towne of Tennessee, and Dr. A. Russell Davis of Texas. Dr. Joseph E. Champagne represented the Regional Education Laboratory for Virginia and the Carolinas.

Subsequent developments. The Southwide Research Coordinating Council on Occupational Education has been organized as a separate organization. Members include directors of Research Coordinating Units of 13 southern states, personnel in five Regional Educational Laboratories responsible for occupational education or closely related programs, and directors or representatives of two institutes or agencies that have major commitments to occupational education, and Director and Coordinator of Services and Conferences of the Center. The objectives of the Council are:

1. To facilitate the coordination of research and related programs in southern and southeastern states, with special reference to:

   a. The stimulation and promotion of research and development in the South and Southeast.

   b. The identification of research priorities in occupational education.

   c. The development of joint research and development projects in occupational education.

   d. The coordination of research and development activities.

   e. The dissemination of results of research, information, and activities among its members.

   f. The development of strategies for the implementation of research findings.

2. To function as an advisory council to the Center for Occupational Education regarding the development of its research program designed to focus on the fundamental problems of major importance to the South and Southeast.

Interim Reports of the Center for Occupational Education

In line with instructions contained in the mimeograph entitled "Instructions for Preparing Substantive Reports Based on Research Projects Supported by the Office of Education, Bureau of Research," the Center for Occupational Education has established three series to be used as vehicles for reporting the work of the Center as interim reports. The series are:

1. Center Research Monograph Series.
2. Center Seminar and Conference Report Series.
3. Center Monograph Series.

The Center Research Monograph Series will report the results of the core research and development projects of the Center. A policy has been established which provides that the manuscript be reviewed by three professional staff members who have published research articles in referred journals, that the Director of the Center for Occupational Education ascertain that the objectives of the project have been attained, and that the recommendation of the review committee and Director be incorporated in the preparation of the final draft of the manuscript. Copies of the final report will be submitted to the Project Officer of the Center.

The Center Seminar and Conference Report Series will report papers and proceedings of seminars and conferences sponsored by the Center.

The Center Monograph Series will report position papers which may be commissioned by the Center or prepared by senior staff members of the Center to be used as the bases for the development of research projects, or as content seminars and conferences.